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40301

TRAINING INSTITUTION PROFILE REPORT

ACADEMIC PARTICIPANTS AT

NEW MEXICO STATE UNIVERSITY

June 1972

The American University
DEVELOPMENT EDUCATION AND TRAINING RESEARCH INSTITUTE
2139 Wisconsin Avenue, N.W.
Washington, D.C. 20007

PREFACE

The Development Education and Training Research Institute¹ (DETRI) Training Institution Profile Reports are designed to provide you with reliable information about training programs as they are viewed and evaluated by A.I.D. participants. The reports were prepared for those U.S. institutions attended by 30 or more A.I.D. Academic participants who later received exit interviews at DETRI. The exit interview period was July 17, 1967, through February 29, 1972. These interviews cover participants whose programs ended between these dates and who departed through Washington, D.C.

Each report is divided into three sections: 1. Narrative, 2. Statistics, and 3. Noteworthy Comparisons. The first section presents the views of a typical participant at your institution and of other participants who hold different opinions. When applicable, quotes from participants will be used so that you can "listen" to the participants speak for themselves.

The second section contains tabular and graphic presentations of items from the DETRI exit interview questionnaire. The items were chosen by A.I.D.'s Office of International Training to represent important aspects of participants' training experiences. The participants' responses to these items are compared with the responses of A.I.D. Academic participants enrolled in all training institutions.

1. See Appendix II.

When responses given by the participants at your training institution differ significantly² from those of all Academic participants, the differences will be described in Section 3, Noteworthy Comparisons. Differences which are not statistically significant will not be mentioned in this section.

The reader interested primarily in statistical information may want to go directly to the sections on statistics and noteworthy comparisons. As statistics alone have a tendency to make one lose awareness of the individual, the narrative section has been personalized, presenting a non-statistical description of the information given by the participants interviewed. The reader looking only at this section should keep in mind that the narrative is an oversimplification of the data in this report.

There are two appendices to the report. Appendix I contains information on the procedures used to collect the data for these Profile Reports and on the reliability, validity, and comprehensiveness of that data. Appendix II, The Glossary, defines Academic and Special participants, explains the scaling technique, and provides some information about DETRI.

These reports were prepared by Paul R. Kimmel, William C. Ockey, Herman J. Sander, Robert McCarthy, and Ann Fenderson of The American University, DETRI, under contract AID/csd-2865. The authors were ably assisted by Dorothy Daun, Pamela Griffith, Pamela Nash, and Richard Seabrook.

2. "Significantly" means statistically significant. The test used was one of the "5 per cent level of confidence." This means that the differences between the data could have occurred by chance alone less than 5 in 100 times. It is unlikely that such obtained differences are a result of chance alone. It is probable (95 out of 100 times) that the differences obtained are attributable to causal factors--although the causes may not be known.

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SECTION 1

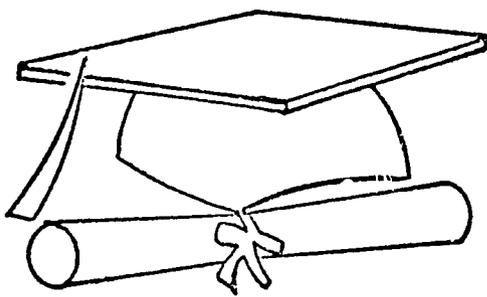
NARRATIVE

We would like to introduce you to "Aidre," a hypothetical A.I.D. Academic participant whose training program took place at New Mexico State University and who completed the DETRI questionnaire. His opinions and evaluations on any given issue are those of most of the New Mexico State University participants on that particular issue. When important differences occur on given items between Aidre, as the "typical" respondent, and some of his fellow participants, they will be mentioned. All quotes are taken from the participants' own accounts of their experiences at New Mexico State University.

Aidre represents 35 A.I.D. participants who completed their training programs at New Mexico State University between July 1967 and February 1972. He came from Africa; his fellow participants (in lesser numbers) were from the Far East and Near East-South Asia. He came to New Mexico State University to study agriculture. Other participants came to study in the fields of education, and health and sanitation.

Aidre was a graduate student. A fairly large number of his fellow participants, however, were undergraduate students.





Aidre's program planned for him to earn an academic degree. He agreed with the decision that he should attend New Mexico State University, and was pleased that he had earned a Master's degree there.

Aidre did not take part in the orientation program for foreign students when he arrived at New Mexico State University. Only a few of his fellow participants attended this program. However, he and most of the other participants received help

from the University's Foreign Student Advisor. He found the Foreign Student Advisor always available when needed. On a scale that ranges from "1" (extremely useful) to "7" (not at all useful), Aidre and most of the other participants rated the usefulness of the help provided by the Foreign Student Advisor at "1" or "2". A few participants, who felt that the Foreign Student Advisor was "evasive, and did not want to take action," gave lower ratings.

Aidre received assistance from his Faculty Advisor in arranging his course schedules at the University. He felt that his Faculty Advisor had taken a personal interest in him, and said, "My Faculty Advisor was always helpful and made me feel at home." On the 7-point scale, Aidre rated the usefulness of his help at "1." A few participants, however, gave their Faculty Advisors ratings in the bottom third of the scale. They felt that their Faculty Advisors did not arrange academic programs to meet their specific needs.

Aidre found most of his professors to be very understanding, and available for consultation when needed. He was particularly impressed with the ease of communication with them. In his

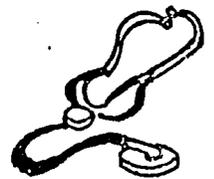
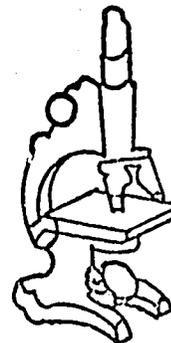
words, "My professors were friendly, informal, and willing to talk. They always had time for me."

Aidre considered a list of academic difficulties that participants have sometimes had with their training programs. The principal difficulties in his experience were that he had had too many quizzes, and too much assigned reading. He felt that his courses were at about the right level, being neither too simple nor too advanced. He thought that there had been a good balance between lecturing and discussion, although some of his fellow participants would have liked more discussion in their classes. He also felt that there had been little duplication of subject matter in different courses, and that most of his courses had been related to his major field. Although Aidre had had no difficulty with testing procedures, many of his fellow participants did. They particularly disliked multiple-choice tests which depended on a good knowledge of written English, and required extensive memorization.

Aidre and the majority of the other participants were well satisfied with the courses they had taken. They rated the usefulness of their courses to their training objectives at "1" or "2" on the 7-point scale. A few participants gave lower ratings. They felt that "the electives were poor and limited in number."

Aidre took some courses in which equipment and instruments were used. Most of these were similar to instruments and equipment now in use or soon to be available in his home country.

Aidre thought that about the right proportion of time in his training program had been allowed for lectures and seminars. He also thought that the



amount of time devoted to lectures with small group discussions and laboratory work had been about right. Some of the other participants, however, thought more time should be allowed for these. Aidre believed that more field trips should be arranged in connection with the courses; a fairly large number of his fellow participants, however, thought that about the right number of field trips had been held. Aidre and his fellow participants were not in agreement on the amount of time allowed for individual research. They were about equally divided between those who thought that about the right amount of time had been allowed, and those who believed that more time was needed.

Aidre and many of the other participants rated their satisfaction with their total technical training in the top 2 positions on the 7-point scale. Those who gave lower ratings usually felt that they had been required to specialize in a field of study that held little personal interest.

Aidre and the other participants varied in their assessments of the extent to which their technical training programs were suitable to their home country conditions. About the same number gave ratings in each of the 3 top positions on the 7-point scale. Some thought their programs had been specifically tailored to their country's needs; others felt that they had gained an understanding of general principles and techniques that might be adapted later to conditions in their country. A few believed that the programs they had had were suitable to conditions in the United States, but would be "of little practical use in meeting the situation in my country."

While Aidre was satisfied with his technical training at New Mexico State University, he thought he had not been well treated by some members of the community. When seeking off-campus housing, he had been told by some landlords that "our policy is not to rent to blacks." Aidre had also experienced difficulty because "public transportation between the campus and Las Cruces is very poor." This caused problems in finding eating facilities during vacations when "nothing was open on the campus."

In looking back at his entire stay at New Mexico State University, Aidre thought he had had a worthwhile experience. He had had a "good program," had earned a degree, and had made a number of "friends. Aidre said he would always remember the college people who "were so nice and friendly, and eager to help foreign students."

SECTION 2

STATISTICS

Table 1

Q. What regions of the world were the participants from?

REGION	PARTICIPANTS AT NEW MEXICO STATE UNIVERSITY % of 35	ALL ACADEMIC PARTICIPANTS % of 3378
Near East- South Asia	14.3	20.3
Far East	28.6	32.0
Latin America	5.7	16.0
Africa	51.4	31.7

Table 2

Q. In which fields did the participants receive their education?

FIELD OF TRAINING	PARTICIPANTS AT NEW MEXICO STATE UNIVERSITY % of 33	ALL ACADEMIC PARTICIPANTS % of 2342
Agriculture	75.8	25.4
Industry & Mining	0.0	3.8
Transportation	0.0	0.9
Health & Sanitation	12.1	11.0
Education	12.1	44.4
Public Administration	0.0	14.5

Table 3

Q. How much education did the participants have prior to beginning their A.I.D. training programs? (Item 169)

YEARS OF EDUCATION	PARTICIPANTS AT NEW MEXICO STATE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	% of 35	% of 3360
7-11	5.7	4.2
12	14.2	7.5
13-15	22.9	26.6
16	25.7	23.7
17-18	22.9	25.9
19 and over	8.6	12.1

Table 4

Q. What type of students were the participants? (Item 60)

TYPE OF STUDENT	PARTICIPANTS AT NEW MEXICO STATE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	%* of 35	%* of 3387
Graduate student	65.7	69.7
Undergraduate student	37.1	23.7
Non-degree student	2.9	11.8

* Percentages add to more than 100% because participants were allowed more than one answer.

Table 5

Q. Did the participants' training programs include a plan for them to earn an academic degree in the United States? (Item 61)

DEGREE PLANNED	PARTICIPANTS AT NEW MEXICO STATE UNIVERSITY % of 35	ALL ACADEMIC PARTICIPANTS % of 3343
No	0.0	17.2
Yes	100.0	82.8

Table 6

Q. What academic degrees did the participants earn? (Items 62 and 63)

DEGREE EARNED	PARTICIPANTS AT NEW MEXICO STATE UNIVERSITY %* of 35	ALL ACADEMIC PARTICIPANTS %* of 3299
None	5.7	17.0
Associate	0.0	1.1
Bachelor's	37.1	22.2
Master's	60.0	58.8
Doctor's	0.0	6.2

* Percentages add to more than 100% because participants were allowed more than one answer.

Table 7

Q. Were the participants in disagreement with or unclear about the training institution selected for them in the proposed plan for their training program? (Item 27d)

DISAGREED WITH OR UNCLEAR ABOUT PROPOSED TRAINING INSTITUTION	PARTICIPANTS AT NEW MEXICO STATE UNIVERSITY % of 34	ALL ACADEMIC PARTICIPANTS % of 2494
No	94.1	92.5
Yes	5.9	7.5

Table 8

Q. Were the participants in disagreement with or unclear about the training institution selected for them in the final plan for their training program? (Item 38b)

DISAGREED WITH OR UNCLEAR ABOUT FINAL TRAINING INSTITUTION	PARTICIPANTS AT NEW MEXICO STATE UNIVERSITY % of 34	ALL ACADEMIC PARTICIPANTS % of 2495
No	94.1	93.1
Yes	5.9	6.9

Table 9

Q. Did the participants have a formal orientation program for foreign students at their academic institution? (Item 47)

ATTENDED ORIENTATION	PARTICIPANTS AT NEW MEXICO STATE UNIVERSITY % of 35	ALL ACADEMIC PARTICIPANTS % of 3376
No	77.1	46.7
Yes	22.9	53.3

Table 10

Q. What difficulties did the participants have with their academic training? (Item 68)

DIFFICULTY	NEW MEXICO STATE UNIVERSITY 35 PARTICIPANTS			3362 ACADEMIC PARTICIPANTS		
	None %*	Some %*	Much %*	None %*	Some %*	Much %*
Too much assigned reading	42.8	48.6	8.6	41.0	41.2	17.8
Too many quizzes**	32.4	52.9	14.7	49.3	37.1	13.6
Too many courses unrelated to major field	68.6	28.6	2.8	71.0	20.4	8.6
Testing procedures unfamiliar**	52.9	38.3	8.8	67.2	26.2	6.6
Grading system unfamiliar**	73.5	17.7	8.8	73.6	19.9	6.5
Too little discussion	65.7	28.6	5.7	72.7	22.6	4.7
Too little lecturing	91.4	8.6	0.0	81.5	15.1	3.4
Too much duplication of subject matter in different courses	77.1	20.0	2.9	70.3	25.5	4.2
Subject matter too abstract	71.4	25.7	2.9	66.5	29.8	3.7
Subject matter too specific	64.7	29.4	5.9	69.2	25.6	5.2
Courses too advanced	65.7	34.3	0.0	68.6	28.5	2.9
Courses too simple	65.7	28.6	5.7	77.1	20.7	2.2

* Percentages add to 100% by rows in this table because each participant had to respond to each alternative.

** The total number of participants responding to this item was less than the total shown in the table, due to the addition of the item in a questionnaire revision during the reporting period.

Table 11

Q. What recommendations did the participants have about the division of their academic training time among various educational methods? (Item 69)

EDUCATIONAL METHOD	NEW MEXICO STATE UNIVERSITY 33 PARTICIPANTS			3219 ACADEMIC PARTICIPANTS		
	About Right Amount	Less Needed	More Needed	About Right Amount	Less Needed	More Needed
	%*	%*	%*	%*	%*	%*
Field Trips related to courses	42.9	2.9	54.2	40.3	6.1	53.6
Individual research	45.7	11.4	42.9	57.2	6.0	36.8
Laboratory work	51.4	14.3	34.3	58.0	9.7	32.3
Lectures and small discussion groups **	58.8	5.9	35.3	64.8	5.9	29.3
Seminars	60.0	17.1	22.9	61.9	9.1	29.0
Lectures (only)	80.0	11.4	8.6	75.1	12.1	12.8

* Percentages add to 100% by rows in this table because each participant had to respond to each alternative.

** The total number of participants responding to this item was less than the total shown in the table, due to the addition of the item in a questionnaire revision during the reporting period.

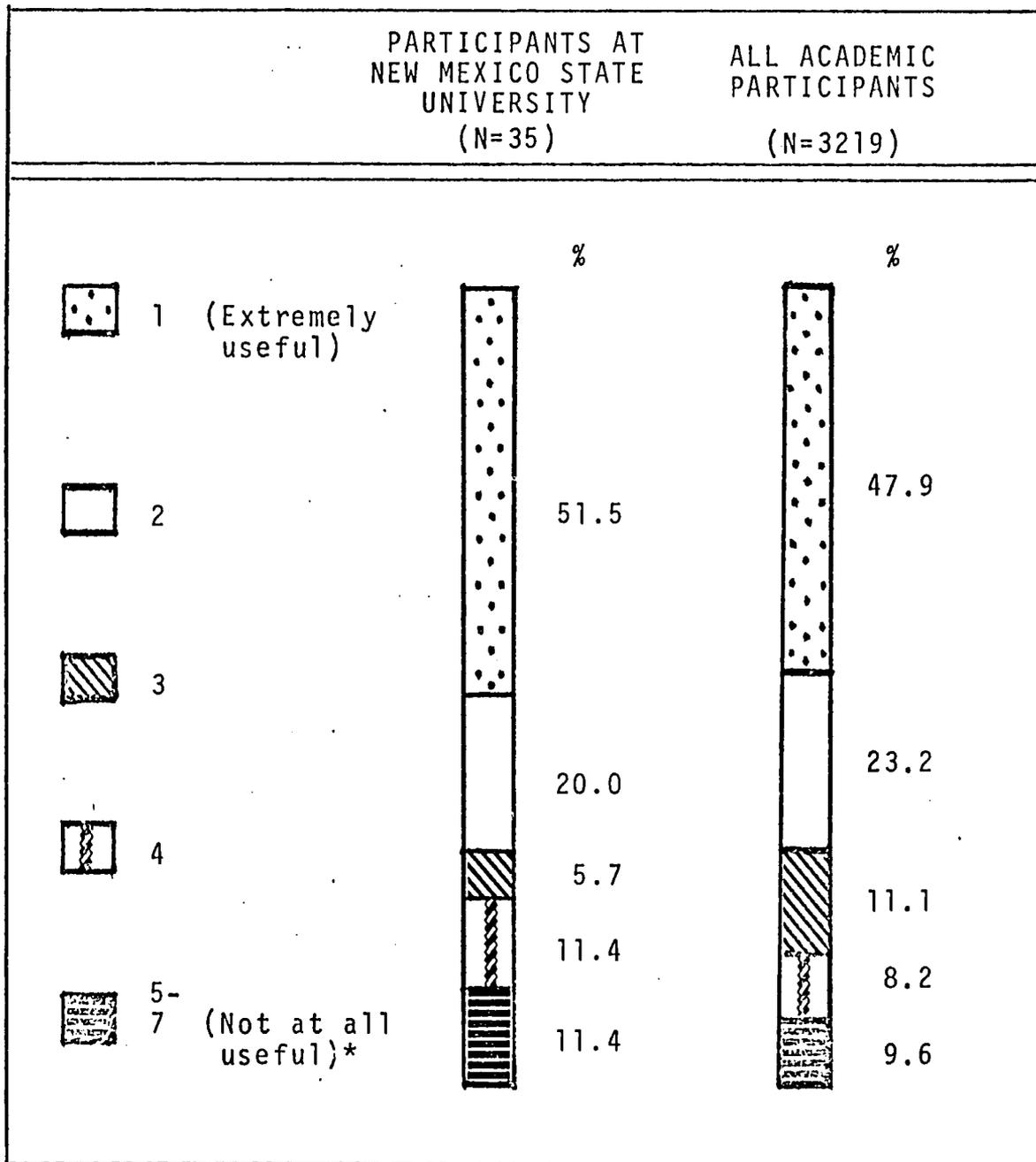
Table 12

Q. Did the participants have a Faculty Advisor who helped them arrange their course schedule at the institution where they had most of their academic training? (Item 64)

HELPED BY FACULTY ADVISOR	PARTICIPANTS AT NEW MEXICO STATE UNIVERSITY % of 35	ALL ACADEMIC PARTICIPANTS % of 3374
No	0.0	3.5
Yes	100.0	96.5

Table 13

Q. How useful did the participants find the help provided by their Faculty Advisors? (Item 65)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all useful."

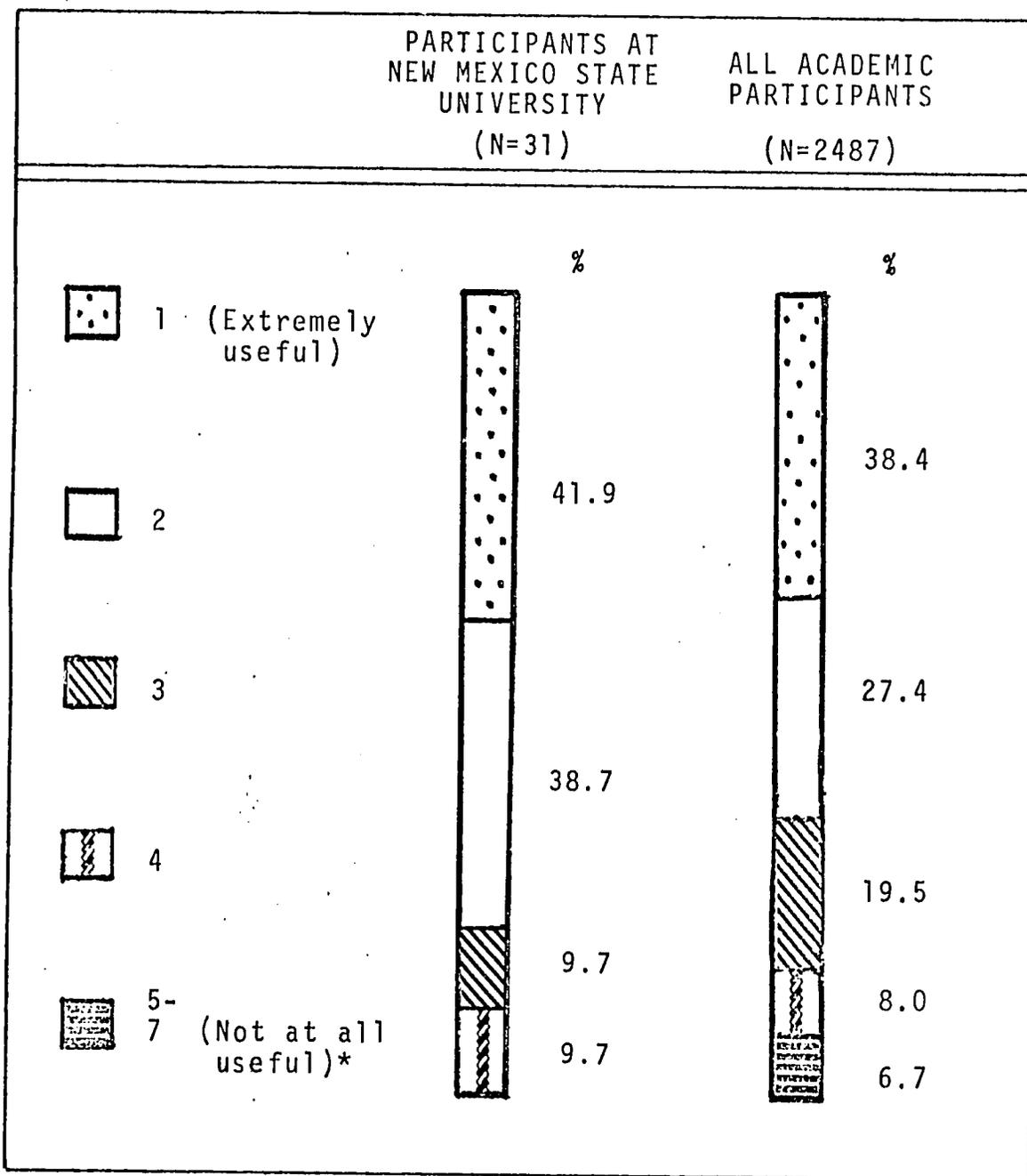
Table 14

Q. Did the participants receive help from a Foreign Student Advisor at their training institution? (Item 136)

HELPED BY FOREIGN STUDENT ADVISOR	PARTICIPANTS AT NEW MEXICO STATE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	% of 35	% of 3377
No	11.4	24.2
Yes	88.6	75.8
IF YES:		
Q. How often was the Foreign Student Advisor available? (Item 137)		
	% of 31	% of 2556
Always	64.5	56.8
Usually	29.0	29.6
Sometimes	6.5	13.6

Table 15

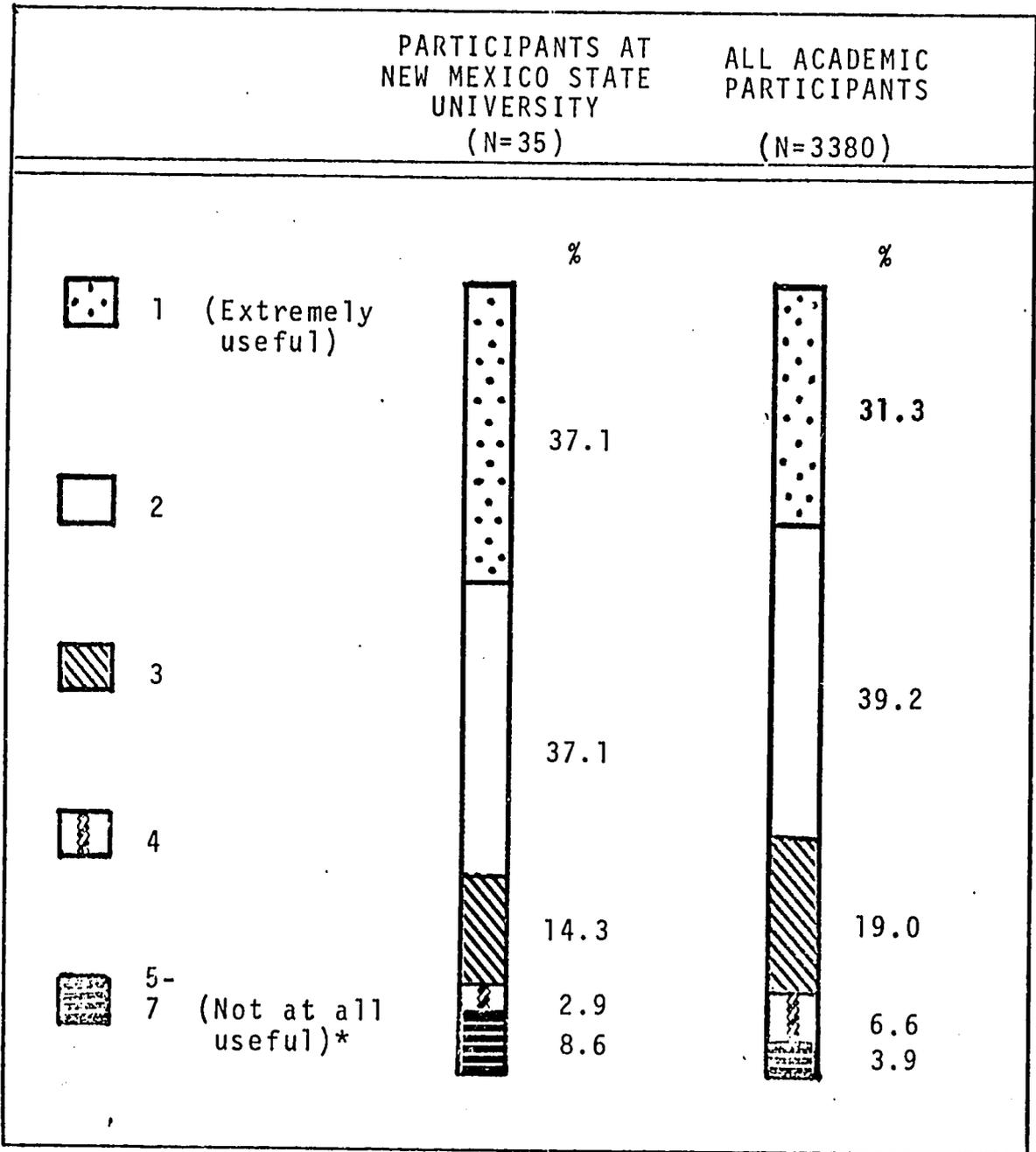
Q. How useful did the participants find the help they received from a Foreign Student Advisor? (Item 138)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all useful."

Table 16

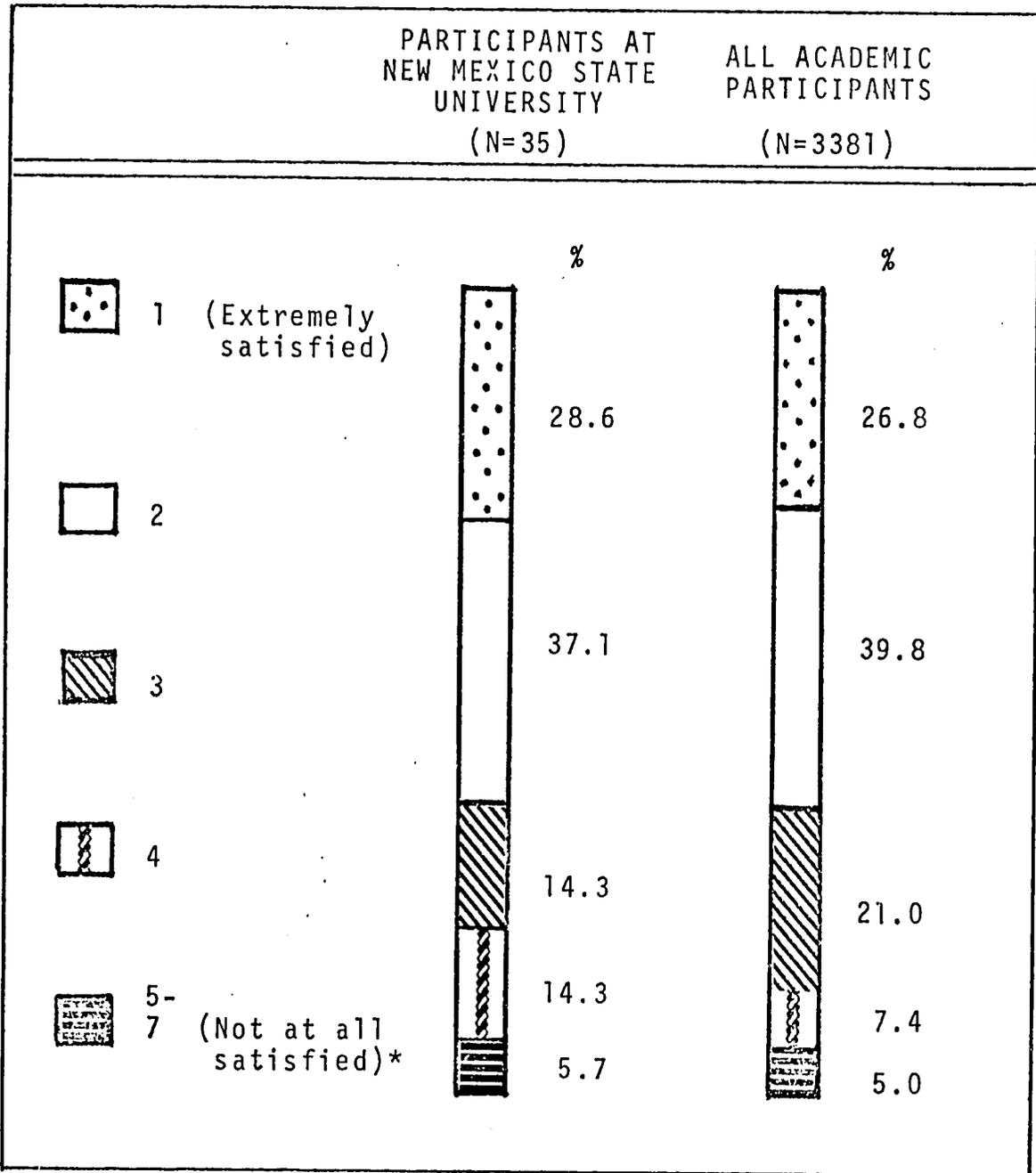
Q. How useful did the participants find their courses?
(Item 70)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all useful."

Table 17

Q. How satisfied were the participants with their total technical training? (Item 84)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all satisfied."

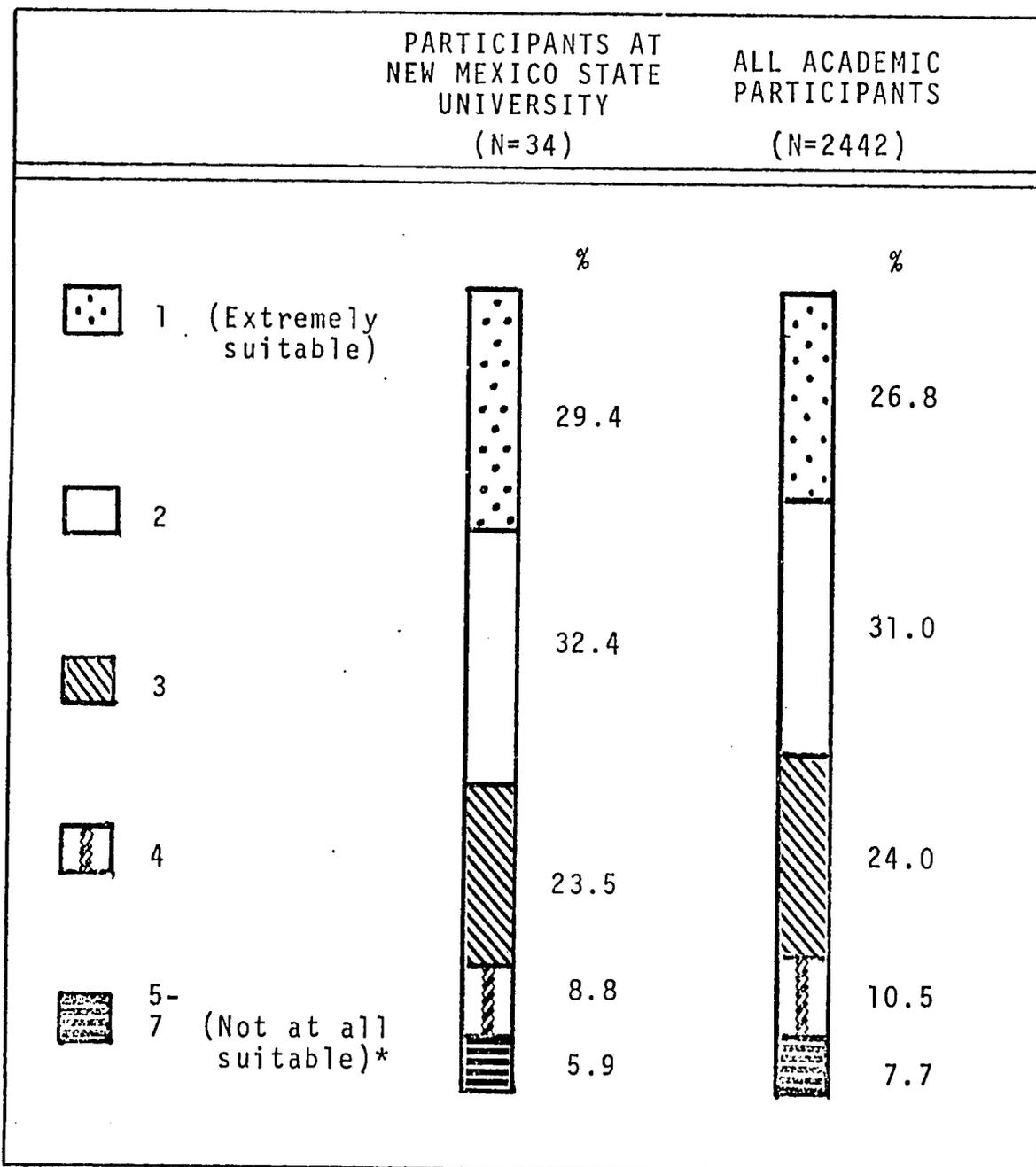
Table 18

Q. Did the participants have courses at their training institutions where instruments and equipment were used? (Item 66)

USED INSTRUMENTS AND EQUIPMENT	PARTICIPANTS AT NEW MEXICO STATE UNIVERSITY	ALL ACADEMIC PARTICIPANTS
	% of 35	% of 3375
No	17.1	34.0
Yes	82.9	66.0
IF YES:		
Q. Were such instruments and equipment similar to those now or soon to be available in the participants' home countries? (Item 67)		
	% of 30	% of 2208
No	20.0	33.9
Yes	80.0	66.1

Table 19

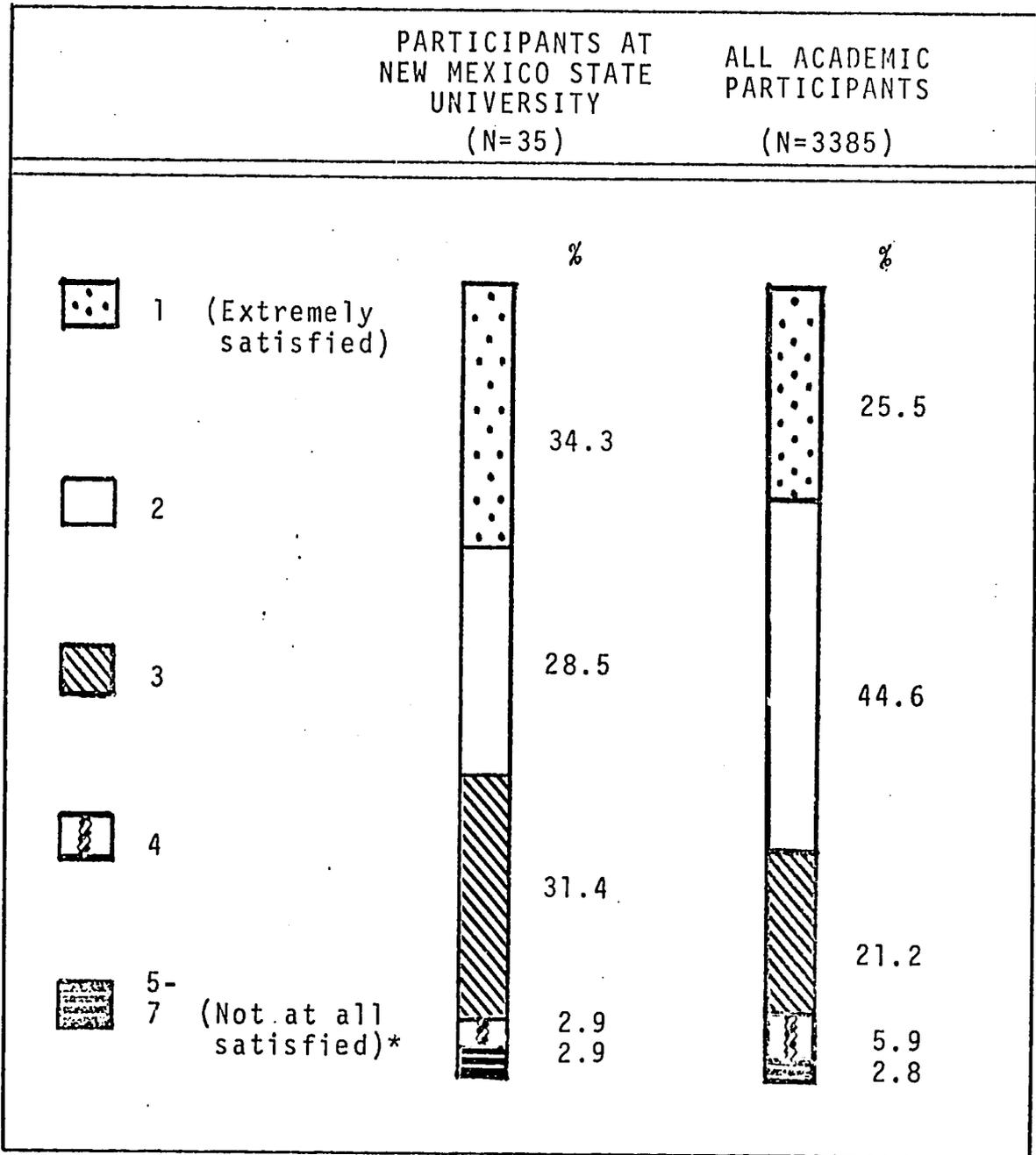
Q. How did the participants assess the suitability of their technical training programs to their home country conditions? (Item 83b)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all suitable."

Table 20

Q. How satisfied were the participants with their total experience as A.I.D. participants? (Item 162)



* Data for ratings of 5, 6, and 7 are grouped because of the small number of cases. Only a rating of 7, however, indicates "not at all satisfied."

SECTION 3

NOTEWORTHY COMPARISONS

The purpose of this section of the report is to present important differences between A.I.D. participants' experiences at New Mexico State University and those of participants at other academic institutions for which we have data. The tables and graphs in the preceding section list these experiences and show percentage comparisons. Here we will note only those items on which participants at New Mexico State University differ significantly, either positively or negatively, from all others. It will not be possible to give a statistical explanation for these differences, as the size and composition of the groups of participants vary greatly among training institutions.

The training programs for all of the A.I.D. participants at New Mexico State University called for them to earn an academic degree. The programs for about 1 out of 5 participants at all other institutions did not plan for them to earn a degree (Table 5).

A higher proportion of the New Mexico State University participants earned a Bachelor's degree than did all other A.I.D. Academic participants, while the percentage earning the Master's degree was about the same. The difference in the proportions earning the Bachelor's degrees arose from the fact that more of the Academic participants at other institutions did not receive a degree than was the case at New Mexico State University (Table 6).

A much smaller percentage of the participants at New Mexico State University attended a formal orientation program for foreign students at the University than did A.I.D. participants at all other academic institutions (Table 9).

A higher proportion of the participants at New Mexico State University had courses in which they used instruments and equipment than did all other Academic participants (Table 18).

APPENDIX

DETRI PROCEDURES AND RELIABILITY OF DATA

The data in these profile reports were collected in the same manner as the data presented in the Annual Reports from DETRI to A.I.D. (May 1969 and July 1970). Participants fill out a printed standardized, structured questionnaire under the supervision of a person trained in its administration. They also receive an oral, unstructured interview conducted by a cultural communication specialist on a private, anonymous basis. More detailed information on the instruments and procedures used to collect the exit interview data are included in the Final Report on A.I.D. Participant Training Exit-Interview Development Study, December 1967, and the Guide for Users of the DETRI Exit Interview, November 1970.

There is ample evidence that these data are both reliable and valid for the participants interviewed. Tests of (1) the internal consistency of participant responses to the questionnaire, (2) interviewers' estimates of the validity of participants' responses, and (3) comparisons with results of other studies show the data to be technically acceptable. (For more detailed information see the First Annual Report, May 1969, pp iv-v.)

It is vital that the reader remember that the data presented in these reports come only from those participants who passed through Washington, D.C., on their return to their home countries, and who appeared at the DETRI exit interview. Therefore, the information in these reports does not represent all the A.I.D. participant trainees who departed from the United States. The data available in all DETRI reports does, however, represent the most systematically gathered and most dependable data on the largest group of foreign trainees ever studied.

APPENDIX II

GLOSSARY

Academic program participant: a participant who had a training program for one or more academic terms in regular curriculum courses in an accredited institution which grants an academic degree, whether or not a degree is an objective and whether or not courses are audited or taken for credit.

Special program participant: a participant whose training included one or more of the following types of training: (1) courses, seminars, or other organized programs in a specialized field which may result in the award of a certificate or diploma; (2) intensive briefings and instruction on a specific job or group of related jobs with an opportunity for close observation of the work activities, actual work experience, or both; (3) brief visits to offices, businesses, factories, government agencies, or other organizations to observe work processes and activities.

One to Seven Scale Graphs: these graphs are based on a scale where one (the top category) is designated as "Extremely useful (or satisfied), could not have been better," and seven (the bottom category) is designated as "Not at all useful (or satisfied), could not have been worse." Only the two extremes are given written alternatives. Numbers two through six have no written alternatives, which allows the participant to make up his own definition for these scale points. (This type of scaling is a modification of Cantril and Free's Self Anchoring Scale.)

This form of evaluation scale is being used for two reasons: (1) it reduces the amount and the ambiguity or arbitrariness of the written alternatives that appear on most rating scales, and (2) it helps to alleviate the ingratiating factor of giving very favorable responses to evaluative items. Since the end categories are so extreme, they are less often used and the participant is freer to utilize the remainder of the scale, which he defines.

Development Education and Training Research Institute (DETRI):

established by The American University on 1 July 1966. Its purpose--applied social science research--helps to fulfill the University's commitment to community life through public service contributions which complement and are compatible with the University's major instructional function--graduate and undergraduate. Within the University, DETRI is attached to the Office of the Dean for Graduate Studies and Research. It is located off-campus.

APPENDIX III

REFERENCES

A.I.D. Participant Training Exit Interview Development Study. Washington, D.C., Office of International Training, Agency for International Development, ARC* Catalog No. 374.013, A 512c, U.S. Department of State, December 1967.

A narrative report which discusses the purpose, scope, and background rationale for the Exit Interview; the requirements for the Exit Interview program; the plan for developing instruments and procedures; technical considerations in constructing instruments, gathering data, and recording results; and reports from DETRI to AID/OIT. (5 Appendices) (Out of print)

Participant Assessment of A.I.D. Training Programs: A Descriptive Statistical Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512, U.S. Department of State, May 1968.

Descriptive findings from Exit Interviews conducted with 859 Academic and Special participants and 342 Observation Training Team members between July 1967 and February 1968. An overview of these participants' perceptions of, and reactions to, their training programs.

Participant Assessment of A.I.D. Training Programs: First Annual Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State, May 1969.

Descriptive and analytic findings from Exit Interviews conducted with 1810 Academic and Special participants and 610 Observation Training Team members between July 1967 and September

^tA.I.D. Reference Center, Room 1656 NS, AID/State Department, Washington, D.C., 20523.

1968. An overview of these participants' reactions to various aspects of their A.I.D. experience and an examination of the relationship between key responses and training program characteristics. Includes a special intensive analysis of the principal satisfactions of Academic and Special participants. Recommendations. (One Appendix)

Participant Assessment of A.I.D. Training Programs: Second Annual Report. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State, July 1970.

Descriptive and analytic findings from Exit Interviews conducted with 1384 Academic and Special participants and 503 Observation Training Team members between September 1968 and September 1969. (Same format as First Annual Report, above.)

Guide for Users of the DETRI Exit Interview. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 265f, U.S. Department of State, November 1970.

A narrative handbook to answer questions of those who have received Exit Interview questionnaires and reports and to reassure those who believe participant reactions imply personal criticism. A discussion of common problems raised by users of the Exit Interview with suggestions for reading individual questionnaires and using results in future programming.

Participant Assessment of A.I.D. Training Programs: Status Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog No. 374.013, A 512a, U.S. Department of State.

Descriptive findings on selected items from Exit Interviews conducted with Academic and Special participants and Observation Training Team members. Comparisons between most recent participants' perceptions and reactions and those of participants interviewed during previous fiscal years are presented and summarized.

Participant Assessment of Factors Related to Selected USAIDs:
Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, U.S. Department of State.

Descriptive findings from Exit Interviews conducted with participants from countries which had 125 or more Academic and Special participants and/or 3 Observation Training Teams or more at DETRI. Prepared as separate reports for each USAID. Comparisons between perceptions and opinions of participants from the country being reported on and those of participants from other countries in the same region are made. Overall reactions are analyzed by fiscal year. (Out of print)

Participant Assessment of Factors Related to Selected PASAs:
Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog Nos. 374.013, A 512f-m, U.S. Department of State

Descriptive findings from Exit Interviews conducted with participants programmed by agencies which had 170 or more Academic and Special participants and/or 10 Observation Training Teams or more at DETRI. Prepared as separate reports for each PASA. Comparisons between perceptions and opinions of participants from the agency being reported on and those of participants from other agencies are made. Overall reactions are analyzed by fiscal year. (Out of print)

Participant Assessment of Special Programs: Profile Report Series. Washington, D.C., Office of International Training, Agency for International Development, ARC Catalog Nos. 374.013, A 512n-q, U.S. Department of State.

Descriptive findings from Exit Interviews conducted with Academic participants who took part in Pre-Academic Workshops or Mid-Winter Community Seminars, and with Academic and Special participants who had English language training, orientations at the Washington International Center, or Communications Workshop Program. Comparisons among perceptions and opinions of participants at different training sites in the Pre-Academic Workshop

and Communications Workshop reports. Comparisons between the reactions of participants at each of the 15 cities reported on (minimum of 30 participants) and of those participants at all other cities in the Mid-Winter Community Seminar reports. Comparisons among the reactions of participants from the four major world regions, and between participants who had training only in their home countries and only in the United States, in the English language training report. Comparisons among perceptions and opinions of participants who attended programs at the Washington International Center during: (1) 1966-1968, (2) 1969, and (3) 1970-Sept. 1971, in the Washington International Center Orientation Program report. (Out of print)